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ABSTRACT

A curriculum framework was developed for a high school remedial reading program that combined the philosophy of immersion in stimulating reading experiences with that of strengthening the students' language experience. The first component was adapted for those students with first- and third-grade reading ability. A wide variety of comprehension-building methods was used with relevant reading materials to immerse students in enjoyable and successful reading experiences. To foster increased automaticity, the same reading materials were used in conjunction with a number of recognition strategies (sight word, analogies, word mapping, cloze exercises) for student practice in language experience. The second component was developed for those students with fourth- to eighth-grade reading ability who had developed to the threshold of the interpretive level of reading but remained disabled readers. The goals and methods remained similar to the first component--only the innovative reading materials were changed to reflect the reading skills of these upper-ability remedial students. (A list of reading materials is attached.) (KEH)

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A CURRICULUM FRAMEWORK

FOR HIGH SCHOOL REMEDIAL READING

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A CURRICULUM FRAMEWORK FOR HIGH SCHOOL REMEDIAL READING
FIRST COMPONENT

The recurring dilemma rings out at every reading conference: "How do I effectively teach high school students with first to third reading ability to read better?" After extensive reading and investigation, I have adapted a High School Remedial Reading Curriculum for those students with first to third grade reading ability that combines the philosophy of Immersion in Stimulating Reading Experiences with that of Strengthening the Student's Language Experience.

Immersion in Stimulating Reading Experiences

High School students will immerse themselves in reading if they find their short stories and novels exciting and relevant to their individual interests. With immersion into a plethora of reading experiences that students enjoy comes more desire to read and share these experiences. I am a firm believer that the more a student does something he enjoys doing the better he will become at that task. Thus, my philosophy for remedial readers is Immersion in Stimulating Reading Experiences.

In this Immersion process, my goals are to utilize a wide variety of comprehension-building methods beginning with the Schema Theory to build upon the students' prior knowledge to provide them with a framework with which to associate what they need to comprehend from their new reading. As the students proceed in the story, it is necessary to stop them at strategic points in the story to ask their Prediction of what logically should happen next to foster their initiating this predition activity automatically on their own at some point later in the year. Further practice in improving comprehension should occur by asking the students to Summarize and Restate specific parts of the story. Story Mapping the story elements of characters or conflicts as well as Story Structure Awareness provides students with the keys to all stories: Setting, Plot, Characters, Conflict, Mood and Theme. Scan and Locate Activities plus Reciprocal Reading of the passage located furthers the students' ownership of this to insure that the student must have literal, interpretive and applicative knowledge of the reading. Finally, Interpretation through Media is not only a stimulating incentive for the students but an effective means of introducing and reinforcing story comprehension without handicapping the students with the printed word. To view THE ACORN PEOPLE movie video before reading the Ron Jones novel allows the students to establish Prior Knowledge of summer camp and handicapped teens, become aware of Story Structure and practice Predicting plot events, character changes, and conflicts all before they encounter the story in print.

All of these methods: Schema Theory, Prediction through Directed Reading-Thinking Activities and ReQuest, Reciprocal Reading, Scan and Locate Activities, Story Structure Awareness, Story Mapping, 3-Level Guide, Summary and Restate Practice, and Interpretation through Media are all part of the methods for building comprehension in a severely handicapped remedial reader.

The materials for this Immersion in Stimulating Readin Experiences component of the program must be relevant to the sex of the teenage remedial reader. For females at this ability level, I prefer the LAURA BREWSTER MYSTERY series and the CRISIS novel series. The CRISIS series provides the

girls with mature solutions to teen problems. For stimilating reading experiences for both sexes, I chose EASY-READER PAPERBACK LIBRARY not only because it encourages reading but also because it provides a prereading card for each novel with new vocabulary practice as well as prediction and comprehension questions. Also commendable are th REALLY-READABLE BOOKS CLASSROOM LIBRARY and the FASTBACK COLLECTION, each with prereading/comprehension cards for each novel. For both sexes I also include a low-ability newspaper subscription, NEWS FOR YOU, which provides essential exposure to national and world personalities and events.

In nonfiction readings, this lowest-ability student's comprehension deficiencies are addressed by utilizing Directed Reading-Thinking Activities, Structured Overviews, to prepare the students with an illustrated discussion of the major concepts in the reading, Taxonomic Pattern Guides to provide the students with structure to perceive text organization during independent reading, and Concept Ladders for students to learn meanings of the new terms in their reading categorically.

Strengthening the Students' Language Experience

Coupled with the Immersion into Stimulating Reading, the severely disabled readers in high school must have indepth Language Experience Practice. I prefer that the disabled readers encounter this Language Experience Practice with the same materials they used in the Immersion component of this program. Using the same reading materials for Language Experience Practice fosters increased Automaticity in their reading as the result of the students' familiarity with the material being used for this Language Experience Practice.

The first goal of Strengthening the lower-ability students' Language Experience utilizes Writing to improve their Syntax and Semantic Context Comprehension Strategies as well as to develop Automaticity in their reading. As I have stated above, these Comprehension Strategies and Automaticity are augmented through text familiarity simply because the same reading materials for the Immersion component of the program are used for the Language Experience component as well. Each student chooses a high-interest novel and does several pages of nightly reading in this novel, followed by writing his reactions to his novel in a Writing Journal. A portion of each class meeting focuses on Conferencing to improve each individual's ability to construct correct syntax to convey his understanding of his novel. Other methods of improving the students' written syntax are Rehearsing for Writing during the Conferencing and Peer Review one class meeting a week.

Subsequent means of Strengthening Language Experience are Echo Reading to further develop Automaticity and strengthen not only Aural and Visual Perception of Syntax but also Semantic Context Comprehhension Strategies. Additionally, Voice-Print Match is utilized to augment these same two facets of comprehension as well as to strengthen Sight Word Recognition. Finally, I use The Brody Reading Method of syllable-pattern-recognition practice to improve Decoding Skills and extend the students' Word Recognition System.

The reading materials I have selected to accomplish the Strengthening of their Language Experience are Sara Brody's READING BECOMES EASY, INTRODUCTORY LEVEL, and her READING BECOMES EASY COMPANION PASSAGES, INTRODUCTORY LEVEL, as well as the other materials already familiar to the students from the Immersion component, which are each student's novel and NEWS FOR YOU, the low reading level newspaper of national and world news. After the

students have mastered the syllable pattern exercises in the Brody Series, I have selected CAUGHT READING THE 7TH TIME with its companion novel, MUSIC MACHINE, to continue Strengthening their Language Experience in their senior year to that these lowest-ability remedial readers have a four year, sequential Immersion and Language Experience Remedial Reading Program.

The final goal of this lower-ability reading program is to strengthen their Word Analysis. Word Sorting and Categories, Confirmation Exercises in Context, and Cloze and Maze Exercises are all implemented to improve Word Analysis. Again the materials most suitable to this goal are the same materials in which the students have been immersed on a daily basis: READING BECOMES EASY COMPANION PASSAGES, INTRODUCTORY LEVEL; THE LAURA BREWSTER MYSTERY series; the CRISIS novel series; EASY-READER PAPERBACK LIBRARY; and NEWS FOR YOU.

SECOND COMPONENT

The second component of this Curriculum Framework is a High School Remedia Reading Curriculum for those students with fourth to eighth grade reading ability who have developed to the threshold of the interpretive level of reading but remain disabled readers. For these students I also have adapted a curriculum that combines the philosophy of Immersion in Stimulating Reading Experiences with that of Strengthening of Language Experience.

Immersion into Stimulating Reading Experiences

As with all sound remedial reading teaching, the goals and methods remain constant; only the materials change to reflect the individual's reading ability. In the Immersion component for these 4th-to-8th-grade ability readers, I again strive to utilize a wide variety of comprehension-building methods from Schema Theory to provide a schemata with which to associate what they are to comprehend and Directed Reading-Thinking Activities to hone their Prediction abilities as well as Scan and Locate Activities to strengthen their ability to Summarize and Restate the Story Elements of setting, character, plot, conflict, climax, resolution, mood and theme, using the 3-Level Guide to increase their ability to comprehend not only the literal level but also on the interpretive and applicative level. Since all students have different learning styles, the ideal method to previewa reading or reinforce the reading of such plays as THE MIRACLE WORKER or novels as OF MICE AND MEN is to use movie videos to provide the students with Interpretation through Media so that both the visual and auditory learning styles are utilized.

Some innovative materials I selected that are suitable to implementing these comprehension goals range from BEST-SELLING CHAPTERS, MIDDLE LEVEL, and TWENTY-FOUR LESSONS FROM PRIZE-WINNING BOOKS, with its teenage Caldecott AWARD-WINNING NOVELS, for the for the most able readers to IMPROVING YOUR READING WITH CARTOON STRIPS, RE-TELL THE STORY, READING ROCK novels, and CAUGHT READING THE 7TH TIME with its companion novel, MUSIC MACHINE, for the 4th-grade-ability reader. The ulterior motive for choosing BEST-SELLING CHAPTERS and TWENTY-FOUR LESSONS FROM PRIZE-WINNING BOOKS is to pique the students' interesT in class so they will be captivated enough to continue to read the entire novel of at least one excerpt we have been studying. What a sensible to immerse students in reading: Whet their

appetities for reading with tantalizing morsels of very good literature.

Strengthening the Students' Language Experience

To implement the second facet of the upper-ability Remedial Reading Program, Strengthening their Language Experience, I begin with nightly Writing assignments, based on the current novel from BEST-SELLING CHAPTERS, in a Writing Journal to improve their Syntax and Semantic Context Comprehension and to develop their Automaticity. As Donald Graves has established, we not only read to write better, we also write to read better. The other texts, CAUGHT READING, MUSIC MACHINE, the READING ROCK novels, from the Immersion component of this curriculum framework also are utilized in these Writing Experiences to improve the Comprehension Strategies and Automaticity goal. Utilizing the same reading materials further enables students to become familiar enough with the readings to internalize the characters and their conflicts to be able to write introspectively on them. Class time is utilized to do valuable Rehearsing for Writing as well as Peer Review and Conferencing about writing mature sentences that effectively convey their understanding of the novel.

The second goal of the Language Experience facet of the upper-ability remedial readers' program is not only to develop further their Automaticity but to strengthen their Aural and Visual perception of Syntax and Semantic Context Comprehension Strategies through Echo Reading and Repeated Reading. To accomplish this second goal, again the same familiar reading texts, BEST-SELLING CHAPTERS, TWENTY-FOUR LESSONS FROM PRIZE-WINNING BOOKS, CAUGHT READING THE 7TH TIME, MUSIC MACHINE and the READING ROCK novels, are the materials used with the significant addition of two comprehension-skill texts, READING FASTER AND UNDERSTANDING MORE and READING POWER THROUGH CLOZE.

My final goal for these upper-ability remedial readers is to increase their Vocabulary-Word Recognition System to accelerate their comprehension. For this goal I utilize Analogies, Cloze Exercises and Relating New Words to Students' Experiences as well as exercises in Word Mapping, Word Sorting and Categories and Confirmation Exercises in Context. The text that implements my context-taught-vocabulary philosophy is WORLD OF VOCABULARY BOOK 6 which presents ten new words in context in a one-page essay followed by four pages of Cloze, Analogy and Writing exercises. The other materials suitable for Vocabulary Building in Context are the students' reading-Immersion texts, BEST-SELLING CHAPTERS MIDDLE LEVEL and the CAUGHT READING THE 7TH TIME text with its companion novel, MUSIC MACHINE, which introduces 93 new vocabulary words in the text then utilizes these same 93 new words in the companion novel.

LIST OF MATERIALS FOR CURRICULUM FRAMEWORK

BEST-SELLING CHAPTERS, MIDDLE LEVEL. Jamestown Publishing, Providence, R.I.

THE BRODY READING MANUAL. Brody Books, Milford, New Hampshire

CAUGHT READING THE 7TH TIME. Querus Corporation, Castro Valley, CA.

CRISIS NOVEL SERIES. Fearon Education, a division of Pitman Learning Inc. Belmont, California.

EASY-READER PAPERBACK LIBRARY. New England Scnool Supply. Springfield, Massachusetts.

FASTBACK COLLECTION. New England School Supply, Springfield, Massachusetts.

IMPROVING YOUR READING WITH CARTOON STRIPS. Educational Design, Inc. New York, New York.

LAURA BREWSTER BOOKS. Fearon Education, a division of Pitman Learning, Inc. Belmont, California.

MUSIC MACHINE. Querus Corporation. Castro Valley, CA.

NEWS FOR YOU. News Readers Press. Syracuse, New York.

PATTERNING: READING BECOMES EASY, INTRODUCTORY LEVEL. Brody Books. Milford, New Hampshire.

PATTERNING FLASHCARDS. Brody Books. Milford, New Hampshire.

PATTERNING COMPANION PASSAGES, INTRODUCTORY LEVEL. Brody Books. Milford, New Hampshire.

PATTERNING COMPANION PASSAGES, TEACHER'S EDITON. Brody Books. Milford, New Hampshire.

READING FASTER AND UNDERSTANDING MORE. Scott, Foresman & Co.

READING POWER THROUGH CLOZE: BREAKING BOUNDARIES AND BARRIERS. Globe Book Company. New York, New York.

READING ROCK NOVEL SERIES. New England School Supply. Springfield, Massachusetts.

REALLY-READABLE-BOOKS CLASSROOM LIBRARY. New England School Supply. Springfield, Massachusetts.

RE-TELL THE STORY. New England School Supply. Springfield, Massachusetts.

24 LESSONS FROM PRIZE-WINNING BOOKS. J. Weston Walch. Portland, Maine.

WORLD OF VOCABULARY, BOOK 6. Globe Book Company. New York, New York.

Videotapes: OF MICE AND MEN, THE ACORN PEOPLE, THE MIRACLE WORKER.

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Raymond, Candace. Reading Consultation, Interlakes High School Remedial Reading Director, June, 1988.

Thomas, Keith J. and Moorman, Gary B. DESIGNING READING PROGRAMS. Dubuque, Iowa: Kendall/Hunt Publishing, 1983.